



Sheridan Elementary

1139 Hillsboro Road
Orangeburg, South

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 597 Students | |
| Principal | Xennie Weeks | 803-534-7504 |
| Superintendent | Mr. Melvin Smoak | 803-534-5454 |
| Board Chair | Dr. Kalu Kalu | 803-534-5454 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|----------------------|-------------------|
| 2008 | Below Average | Excellent* |
| 2007 | Below Average | Below Average |
| 2006 | Below Average | At-Risk |
| 2005 | Average | Good |
| 2004 | Average | Good |

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

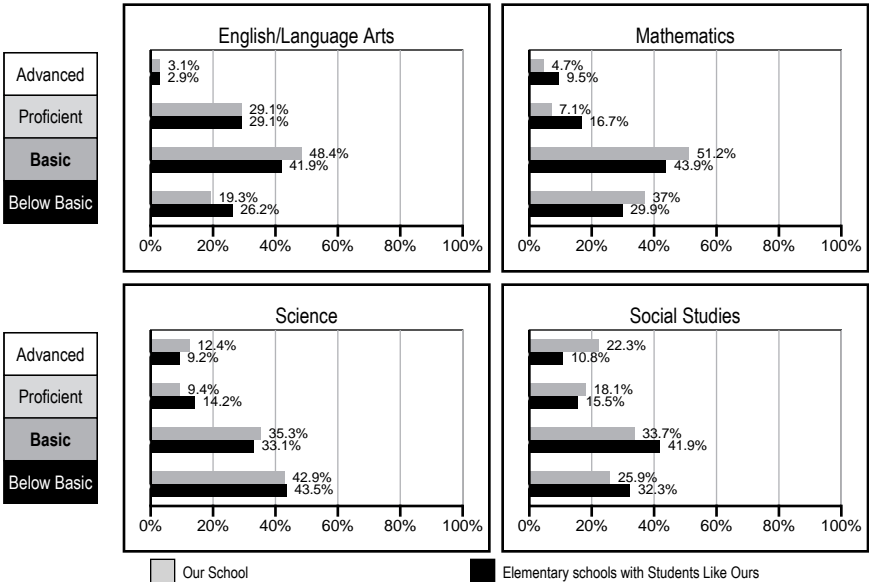
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 21 | 63 | 10 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|----------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| Students (n=597) | | | | |
| First graders who attended full-day kindergarten | 4.9% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 8.2% | Up from 7.4% | 2.8% | 2.3% |
| Attendance rate | 96.8% | Up from 96.2% | 96.0% | 96.3% |
| Eligible for gifted and talented | 2.2% | Down from 3.4% | 6.5% | 10.4% |
| With disabilities other than speech | 7.0% | Down from 8.0% | 8.9% | 7.5% |
| Older than usual for grade | 2.9% | No Change | 1.0% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | Down from 1.6% | 0.0% | 0.0% |
| Teachers (n=43) | | | | |
| Teachers with advanced degrees | 81.4% | Up from 81.0% | 54.2% | 56.7% |
| Continuing contract teachers | 76.7% | Down from 90.5% | 73.3% | 77.3% |
| Teachers with emergency or provisional certificates | 5.3% | Up from 5.1% | 0.0% | 0.0% |
| Teachers returning from previous year | 90.9% | Down from 91.3% | 85.4% | 86.4% |
| Teacher attendance rate | 94.5% | Up from 93.2% | 94.9% | 94.9% |
| Average teacher salary | \$50,413 | Up 2.8% | \$44,199 | \$45,345 |
| Professional development days/teacher | 10.8 days | Down from 16.4 days | 13.3 days | 12.6 days |
| School | | | | |
| Principal's years at school | 8.0 | Up from 7.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.3 to 1 | Down from 19.3 to 1 | 18.0 to 1 | 18.5 to 1 |
| Prime instructional time | 89.3% | Up from 87.2% | 89.1% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.5% | Up from 99.4% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$6,638 | Up 4.7% | \$7,412 | \$7,052 |
| Percent of expenditures for instruction* | 70.9% | Down from 71.1% | 69.1% | 69.1% |
| Percent of expenditures for teacher salaries* | 51.8% | Down from 69.0% | 64.1% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

At Sheridan Elementary, faculty, staff, and students give 100% everyday to make our motto "Striving for Success" a reality. All stakeholders are working together to accomplish our school's mission. It is the mission of Sheridan Elementary School, in partnership with our parents and the Orangeburg Community, to provide a safe, nurturing, and stimulating environment, enabling students to become productive citizens while ensuring that all children feel special and that no child is left behind.

Academic instruction is based upon standards, and a challenging curriculum is provided to all students. On the 2007 PACT, we made gains in 9 out of the 12 scored subject areas. We exceeded the district and state averages in several areas. Our students were the summer reading champions at the public library for the seventh time. There are seven National Board Certified Teachers on staff. We also provide After School Tutoring and Saturday Academy which helps to ensure that all students are achieving academically.

The Sheridan PTSA and School Improvement Council continue to play an important role in the life of Sheridan. As a result of yearly PTSA fund raisers, the Kindergarten now has new playground equipment. Kids' Night Out continues to be a high success with students and parents. The SIC is given credit for sponsoring the community-wide Easter Egg Hunt.

In order to help our students develop academically, physically, socially, and emotionally, a variety of clubs and activities are available during and after school. Some of these include Working for Wheels, Superstar Steppers, Garden Club, BETA Club, the arts (music & art), Good News Club, Science Fair, and many others. Each grade level participates in a service project to benefit our local community. Character education plays an important role at Sheridan. The community's character traits are incorporated in all aspects of student life.

Technology continues to be an integral part of the curriculum. Various programs are integrated with the standards that support the curriculum. We continue to strive toward academic excellence in all we do to prepare our students for the future.

X. Weeks, Principal

B. J. Sumpter, School Improvement Council

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--------------------------------------------------------|-----------------|------------------|-----------------|
| Number of surveys returned | 24 | 83 | 73 |
| Percent satisfied with learning environment | 79.2% | 85.2% | 78.9% |
| Percent satisfied with social and physical environment | 91.7% | 84.1% | 84.7% |
| Percent satisfied with school-home relations | 79.2% | 89.0% | 77.1% |

* Only students at the highest elementary school grade level and their parents were included.

| | |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 12 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

| School Improvement Key | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|----------------------------------------|--|--|
|----------------------------------------|--|--|

| | Our District | State |
|-------------------------------------------------------------------------|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.3% | 6.8% |

| | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.5% | 0.0% | No |
| Student attendance rate | 96.8% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 269 | 99.3 | 18.8 | 48.5 | 28.8 | 3.8 | 47.7 | 35 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 143 | 100 | 22.3 | 48.9 | 25.2 | 3.6 | 42.4 | 29.1 | 41.7 | N/A | N/A |
| Female | 126 | 98.4 | 14.9 | 47.9 | 33.1 | 4.1 | 53.7 | 41.3 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 22 | 100 | 9.1 | 27.3 | 45.5 | 18.2 | 81.8 | 46 | 60 | I/S | I/S |
| African American | 244 | 99.6 | 19.5 | 50.8 | 27.1 | 2.5 | 44.5 | 33.6 | 31.7 | Yes | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 76.5 | 70.4 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 36.4 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 41 | 100 | 42.1 | 36.8 | 15.8 | 5.3 | 26.3 | 12.9 | 16 | I/S | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 35.7 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 213 | 99.1 | 22.9 | 49.3 | 24.4 | 3.4 | 42 | 30.7 | 34 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 269 | 99.6 | 36.2 | 51.5 | 7.3 | 5 | 25 | 29 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 143 | 100 | 38.1 | 49.6 | 7.9 | 4.3 | 25.9 | 27.4 | 45.6 | N/A | N/A |
| Female | 126 | 99.2 | 33.9 | 53.7 | 6.6 | 5.8 | 24 | 30.8 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 22 | 100 | 13.6 | 54.5 | 18.2 | 13.6 | 59.1 | 43.3 | 59 | I/S | I/S |
| African American | 244 | 99.6 | 38.6 | 51.3 | 6.4 | 3.8 | 21.6 | 27.4 | 26.9 | No | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 58.8 | 71.3 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 27.3 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 41 | 100 | 57.9 | 36.8 | 2.6 | 2.6 | 10.5 | 13.1 | 17.1 | I/S | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 21.4 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 213 | 99.5 | 41 | 50.2 | 5.9 | 2.9 | 19.5 | 25.4 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

Science

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|-----|------|------|------|------|------|------|
| All Students | 178 | 100 | 42.8 | 35.3 | 9.8 | 12.1 | 22 | 22 | 35.7 | 96.8 | 96 |
| Gender | | | | | | | | | | | |
| Male | 93 | 100 | 42.9 | 35.2 | 9.9 | 12.1 | 22 | 23.5 | 37.4 | 96.5 | 95.8 |
| Female | 85 | 100 | 42.7 | 35.4 | 9.8 | 12.2 | 22 | 20.5 | 33.8 | 97.1 | 96.2 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 12 | 100 | 25 | 16.7 | 25 | 33.3 | 58.3 | 36.6 | 49.2 | 95.5 | 94.6 |
| African American | 164 | 100 | 43.8 | 36.9 | 8.8 | 10.6 | 19.4 | 20.1 | 17 | 97 | 96.2 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 66.7 | 58 | 97.4 | 95.6 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 40 | 24.9 | 93.1 | 93.2 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 90 | 84.6 |
| Disability Status | | | | | | | | | | | |
| Disabled | 30 | 100 | 63.3 | 30 | 6.7 | 0 | 6.7 | 8.1 | 14 | 97 | 95.3 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 21.9 | N/A | 92.8 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 36.4 | 24.4 | 92.7 | 94 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 146 | 100 | 48.6 | 33.1 | 8.5 | 9.9 | 18.3 | 18.7 | 21.1 | 96.4 | 95.8 |

Social Studies

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students | 177 | 100 | 26.3 | 33.9 | 18.1 | 21.6 | 39.8 | 24.2 | 34 | 96.8 | 96 |
| Gender | | | | | | | | | | | |
| Male | 91 | 100 | 26.4 | 31 | 19.5 | 23 | 42.5 | 25.8 | 36.6 | 96.5 | 95.8 |
| Female | 86 | 100 | 26.2 | 36.9 | 16.7 | 20.2 | 36.9 | 22.4 | 31.3 | 97.1 | 96.2 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 17 | 100 | 29.4 | 29.4 | 5.9 | 35.3 | 41.2 | 30.5 | 44.5 | 95.5 | 94.6 |
| African American | 158 | 100 | 25.7 | 34.9 | 19.7 | 19.7 | 39.5 | 23.5 | 19.1 | 97 | 96.2 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 58.3 | 58.9 | 97.4 | 95.6 |
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 0 | 27.5 | 93.1 | 93.2 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 90 | 84.6 |
| Disability Status | | | | | | | | | | | |
| Disabled | 20 | 100 | 47.1 | 41.2 | 11.8 | 0 | 11.8 | 9.8 | 14.4 | 97 | 95.3 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 22.6 | N/A | 92.8 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.3 | 92.7 | 94 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 137 | 100 | 28 | 35.6 | 17.4 | 18.9 | 36.4 | 20.9 | 21 | 96.4 | 95.8 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 105 | 98.1 | 21.1 | 40 | 32.6 | 6.3 | 38.9 |
| | 4 | 99 | 99 | 28.7 | 44.7 | 24.5 | 2.1 | 26.6 |
| | 5 | 71 | 100 | 14.9 | 53.7 | 29.9 | 1.5 | 31.3 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 88 | 98.9 | 16.3 | 36 | 37.2 | 10.5 | 47.7 |
| | 4 | 88 | 100 | 21.2 | 43.5 | 34.1 | 1.2 | 35.3 |
| | 5 | 93 | 98.9 | 19.1 | 65.2 | 15.7 | 0 | 15.7 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | 105 | 98.1 | 40 | 48.4 | 9.5 | 2.1 | 11.6 |
| | 4 | 99 | 99 | 54.3 | 31.9 | 9.6 | 4.3 | 13.8 |
| | 5 | 71 | 100 | 20.9 | 52.2 | 17.9 | 9 | 26.9 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 88 | 100 | 43 | 48.8 | 3.5 | 4.7 | 8.1 |
| | 4 | 88 | 100 | 42.4 | 47.1 | 7.1 | 3.5 | 10.6 |
| | 5 | 93 | 98.9 | 23.6 | 58.4 | 11.2 | 6.7 | 18 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | 55 | 98.2 | 62 | 28 | 6 | 4 | 10 |
| | 4 | 99 | 99 | 54.3 | 30.9 | 9.6 | 5.3 | 14.9 |
| | 5 | 35 | 100 | 42.4 | 39.4 | 15.2 | 3 | 18.2 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 45 | 100 | 60.5 | 30.2 | 4.7 | 4.7 | 9.3 |
| | 4 | 87 | 100 | 38.1 | 36.9 | 9.5 | 15.5 | 25 |
| | 5 | 46 | 100 | 34.8 | 37 | 15.2 | 13 | 28.3 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | 52 | 98.1 | 18.6 | 58.1 | 16.3 | 7 | 23.3 |
| | 4 | 99 | 99 | 40.4 | 36.2 | 14.9 | 8.5 | 23.4 |
| | 5 | 36 | 100 | 23.5 | 64.7 | 8.8 | 2.9 | 11.8 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 43 | 100 | 9.3 | 46.5 | 32.6 | 11.6 | 44.2 |
| | 4 | 88 | 100 | 20 | 27.1 | 17.6 | 35.3 | 52.9 |
| | 5 | 46 | 100 | 55.8 | 34.9 | 4.7 | 4.7 | 9.3 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

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N/A–Not Applicable

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